

Transportation: After-school buses will be provided with drop-offs at the home of elementary and middle school student. Bus stops presently used for after-school athletic programs will be utilized in a similar manner for high school students in the support program. Saturday Academy will provide pick-up and drop-off schedules.

Rubric Element 2 -Staff Qualifications:

Pontiac School District will follow the teacher qualifications criteria outlined in the “No Child Left Behind” Guidelines in staff selections.

- ❖ Certified teachers will provide instruction and strategies in the content area in which they are certified.
- ❖ Paraprofessionals with a minimum of two years of college will provide instruction and training in the content area in which they received at least a 3.0 in the specific college course.
- ❖ National Honor Society high school students will act as peer mentors under the direct supervision of the certified teachers. These students must have a 3.0 G.P.A. in the content area in which they act as a peer mentor

Rubric Element 3 – Program Effectiveness:

The District is continuing to provide comprehensive programs and services to the administrative and instructional staff, that will further enhance their capacity to deliver quality educational services to students’. District administrators are currently participating in the Baldrige Leadership Development training and Effective Schools Training provided by Dr. Larry Lezotte and staff. Additionally, all Pontiac classroom teachers, paraprofessionals, and other instructional support staff are participating in monthly professional development activities that are designed to enhance their knowledge of grade level core curriculum content. Teachers and staff will also focus their instruction on what the student must know and be able to do to demonstrate this knowledge of content. Teachers are also provided training in the effective utilization of researched based instructional strategies, differentiated instruction, as well distinguishing between classroom teaching and tutoring.

Considering the improvements that have been made in the recent past and others that are ongoing, i.e., updated and aligned core curriculum, more highly trained staff, Early Literacy programs, and ongoing professional development; it is our belief that the Pontiac School District is best suited to provide Supplementary Educational Services to its students. The District’s staff is more familiar with the community, families, and the needs of the students.

Resources are shared with the support staff in staff development sessions, which will be held monthly. These resources include:

- ❖ Content Area Reading by Vaca & Vaca;
- ❖ Strategies gained from various workshops such as CRISS, MEAP, Brain Based Learning (Oakland University) and in-service/staff development;
- ❖ MI-Climb software on literacy and learning;
- ❖ National Reading Panel-Teaching Children to Read;
- ❖ Michigan Curriculum Framework Mathematics Sample Activities;
- ❖ Internet Resources for Math games and strategies;
- ❖ <http://www.ppixelgraphics.com/ms.htm>: Math strategies similar to Nintendo games

Progress report and student assessments by teachers and support staff have clearly demonstrated that students who attended the after-school pilot program have improved in the following areas:

- ❖ Approach toward learning-teacher observations have witnessed improvement in student attitude toward learning by 20%;
- ❖ Understanding strengths and weaknesses: teacher and support staff observations have noted that students understand strengths and weaknesses by 55%;
- ❖ Grades improved by 25% during pilot support program;
- ❖ ACT Test scores: students who participated in the ACT workshop and test taking training sessions have increased scores by 5%; scores increased from 14 to 18, 13 to 18, and 15 to 22 overall.
- ❖ Writing skills have improved student grades in essay writing using writing strategies presented in the pilot program by 3%.

Rubric 4 – Evaluation /Monitoring:

- ❖ Parents will be sent correspondence introducing the supplemental Educational Support Program in the language they speak and understand.
- ❖ Notice will be provided for the parents of each student of an eligible school regarding the professional qualifications of the classroom teachers, program teachers, paraprofessionals, and support staff. It will further advise parents how they may request information about the funding and eligibility of the school receiving said funds.
- ❖ The community organizations will be sent notices to their facilities, and notices will be posted on the local School District television station, newsletters and the local newspaper. Four (4) Announcements will be made prior to the opening of school and at the beginning of the school year during the bi-weekly School Board meetings for the School District of Pontiac.
- ❖ Parents and Students will be sent an invitation to attend a Support Services Orientation prior to the initiation of the Supplemental Educational Support Program. The orientation will consist of an introduction to the program, program teachers, and staff. Parents and students will review and sign an agreement for support services that outlines the times and expectations of staff, students, classroom teachers, and parents. Emphasize that the supplemental program is a service provided to the students. Students do not pay for tutoring. This same procedure will be followed for any new student entering after the initial start of the program.
- ❖ Guidelines on the daily operations of the program will be presented in writing and reviewed orally at the orientation.
- ❖ The same student assessments, progress reports and plan of improvement forms will be distributed to parents and students and reviewed at the orientation.